

2nd World Conference on Educational Technology Researches – WCETR2012**Job satisfaction of teachers**

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Abstract

In the field of human - specific activities, besides games, learning and creation it is the work. A significant part of a person life is dedicated to work and job satisfaction is a crucial indicator of employment. The purpose of this paper is to highlight the level of job satisfaction of the investigated teachers and its analysis followed by the main variables, such as specialty, age and gender. Results show, surprisingly - if we consider the conditions and state of the Romanian system of education, high levels of job satisfaction compared with British secondary school teachers and other professions.

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1. Introduction

Often when we refer to this activity –work, a few questions are raised like: what motivates people to do something? How to translate the satisfaction of a job well done? Depending on what indicators we can measure job satisfaction? etc. The reasons why individuals take different actions are multiple, whether we refer to the desire to obtain something closely related to personal and professional interests, culminating in guaranteeing success (desirable option) or in acquiring a social position, etc. Here that satisfaction is strongly correlated with motivation, first appearing as an effect of motivation. Martin G. Wolf (Zlate, 1981) states that the individual through a variety of reasons, tends to achieve the highest level of satisfaction that will provide pleasure, contention and fulfilment and in parallel, will identify ways of reduction and eventual prevention of nuisance, that the failures.

In this paper, the focus is on teaching, which presumes a high level of complexity, in terms of categories of activities involved, but also the structure and objectives intended. It is appropriate to identify, in context of multiple transformations faced by the education system due to frequent reformist attempts, the factors influencing job satisfaction and especially the degree to which it is felt. On this professional category, the factor most often cited, generating dissatisfaction at work is compensation. Interest and it direct you to other factors, to shape the final a diagnosis of the situation on job satisfaction.

2. Descriptive aspects of job satisfaction

Satisfaction is one of the factors of the overall efficiency of work performed, being configured as a result of the relation between what individuals actually get from work (in terms of salary, status, appreciation, etc.) and their

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projected results. This construct can be defined as the events that give rise to a subjective feeling of relief, pleasure, which may be expressed or described by the individual who is experiencing it, but cannot be seen from the outside by another person (Mathis, 1997).

More restrictive, by satisfaction can be understood a positive amenity emotion, generated by the appreciation of the work resulting in a certain context. Popescu-Neveanu says this is a complex psychological configuration not always fully conscious, consisting of a set of positive attitudes of the person towards the work done (1978).

According to Locke (1976), job satisfaction is a positive or pleasant emotional state resulting from a person's appreciation of his/ her own job. Miller (2009) support the idea that this definition of job satisfaction is the most referenced and generally accepted description, characterizing the necessary component needed to depict what is meant by broad construct of job satisfaction.

In addition, job satisfaction is conceptualized as a psychological disposition that people show to their work (Schultz, 1982); insofar as expectations that an individual has in relation to his work overlapped with what he really obtains performing the job (Capotescu, 2006). These meanings refer to job satisfaction in a general sense, which does not prove to be the most appropriate way to measure whether or not people feel job satisfaction. Therefore, when aiming to reflect job satisfaction levels is necessary to identify and analyse the attitudes that constitute the sum of it (Schultz, 1990), ranging from job to another.

Job satisfaction is multidimensional, whether it comes to job satisfaction by itself or in wages, workplace safety, to promotion possibilities, recognition and appreciation, decision-making power and influence and of course carry a sense of productive work, useful and well done. Each of these dimensions may contribute to varying degrees, in shaping their sense of job satisfaction.

Job satisfaction, understood as a way of reporting the individual to his work situation, is determined by several factors, some of individual order - age, education, skills, work experience, other organizational arrangements - organizational climate, working conditions, policy and organizational management, and not least personality factors. Studies conducted during 1935 - 1990 have been labelled as a-theoretical, because researchers have used statistical analysis as a theoretical base. The greatest interest was shown the correlation between job satisfaction and observable aspects of labour remuneration is the best example.

Taxonomy, relatively complete overall satisfaction factors, namely professional dissatisfaction, is that given by Locke (1976), which registers as possible sources of satisfaction:

- E The work itself, in terms of challenge (Mental), physical demands and personal interest,
- E Remuneration structure,
- E Working conditions: physical, objectives,
- E The person himself, by reference to the self-esteem,
- E Relationship with supervisor, colleagues, subordinates,
- E Characteristics of organizational Management.

Regarding Job Characteristics Model, Hackman & Oldham (1976) proposed one, which is widely used as a framework to study how particular job impact on job outcomes characteristics, including job satisfaction.

The model has five core states there that job characteristics - variety skills, task identity, task significance, autonomy, and feedback, the which impact critical psychological three states (experienced meaningfulness, experienced responsibility for outcomes, and knowledge of the actual results), in turn influencing work outcomes (job satisfaction, absenteeism, work motivation, etc).

3. Elements of research ascertaining

3.1. Purpose

The purpose of this study is to identify the level of job satisfaction of teachers in preuniversity education. In this light of purpose it has been researched if the level of job satisfaction differences by specialization, age or gender.

3.2. Method

In this study it was used *Job satisfaction questionnaire* - an adaptation of Professional Satisfaction Scale of Warr et al. (1979) by authors Travers and Cooper (1996). The scale consists of 15 items scored on a Likert type scale with 7 steps and it measures the degree of satisfaction recorded in work, ranging from the *extremely dissatisfied* to *extremely satisfied*.

3.3. Investigated population

This study involved secondary education teachers from different schools in Romania.

In the figure below we present the situation investigated group, in relation to gender and specialty in which the subjects.

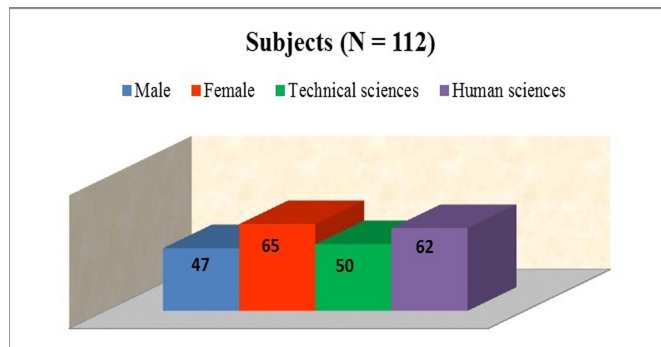


Figure 1. Investigated population

The two variables taken into account at this time, gender and specialization, presents inside them, a very balanced report, which will allow comparisons interms of job satisfaction level.

3. Findings

With reference to the hole group we investigated (N = 112), subjects have achieved the average of 75.81 with a standard deviation of 10.58 points. Considering the average population base questionnaire – British secondary school teachers - namely 59.6 points (Travers and Cooper, 1996) we find a significant difference, which shows that our teachers have a lot more job satisfaction the difference being 16.21 points. For processing the specialization variable (the teachers) we distinguished two categories: Technical Sciences and Human Sciences.

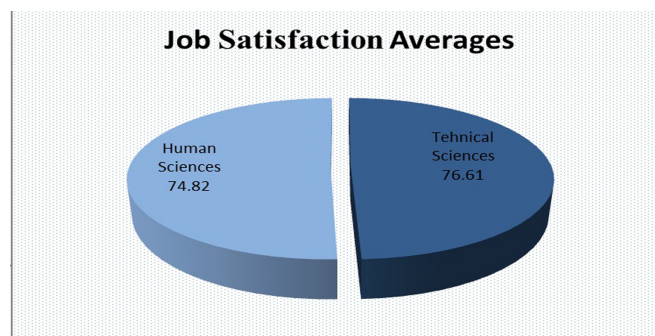


Figure 2. Job satisfaction Averages – Technical Sciences and Human Sciences

In this sense Technical Sciences teachers obtained a slightly higher average compared to the second category, with a difference of 1.79 points, implying a level of job satisfaction but close enough.

Average job satisfaction changes slightly when we consider the age groups of teachers. In this respect, we distinguished four such categories:

- 20-30 years (I),
- 31-40 years (II),
- 41-50 years (III)
- 51-60 years (IV), the last three showing significance (as the total number of teachers participating in the survey).

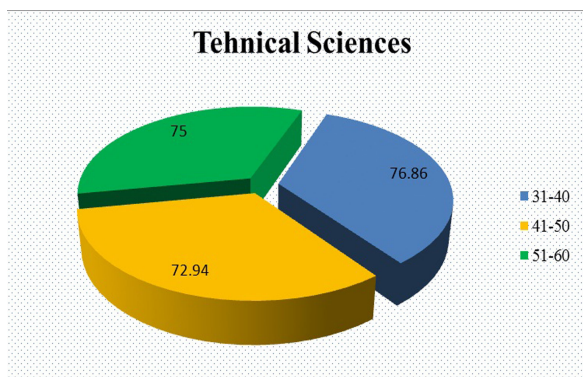


Figure 3. Technical Sciences Averages

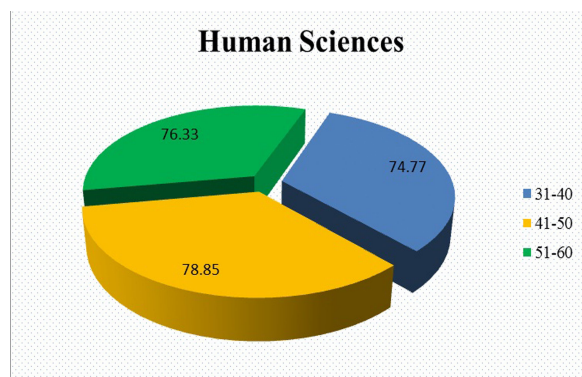


Figure 4. Human Sciences Averages

From the two figures, one can see that teachers specializing in the Human sciences a higher average than the other, for two of the three age categories. In this case, average job satisfaction has a significantly higher value than the average population base that we consider in this study.

In relation to the third variable - gender, averages are nearly equal, the difference being only 0.07 points (male: 75.85, with a standard deviation of 10.84 points, female: 75.78, with 10.47 points standard deviation). Behold that all teachers investigated, regardless of gender feel almost equally the effects of the work in terms of job satisfaction. This reflects a uniformity of views on job satisfaction, thus indicating a general trend of this professional segment.

In comparison with other occupational groups, academics 73.87 (Necsoi, 2011), fiscal agents 62.0 points, nurses 72.8 (Travers and Cooper, 1996) Romanian secondary school teachers recorded a relatively high level of job satisfaction. In terms of our study, items that show the highest degree of satisfaction refer to the liberty to choose their own working methods (average = 5.69), job security (5.72), the opportunity to use personal skills (5.43).

On working hours, the value obtained is 4.99, and the physical and material conditions is 4.64 points. Another low average value is obtained from item to the quality of human relations at work: 3.96 points. As expected, in the current underfunding of Romanian education, the lowest value of the average of our study is the financial satisfaction of work, namely 2.98 points.

5. Conclusions

The study started with ascertaining character and aims to identify the job satisfaction level of a particular professional segment - education, continually subjected to multiple transformations. Educational activity, in addition to the complexity which characterizes it requires vocation and maximum responsibility about the final product that it

intends – the individual, aware owner of key skills, with a harmonious free and independent personality, able to integrate and adapt in a society in transition.

The teaching profession requires, in addition to professional skills, more dedication and sensitivity, availability of the educator to train, educate, urges, manage, grows and organizes, corrects, improves and continually evaluates the formation and perfection of human qualities required of tomorrow (Salade, 1995).

We learned through this study the origins of job satisfaction carried out and especially the degree to which it is felt by the professional category concerned.

Such a diagnosis is required under the current state of education, to identify and draw attention to the overall weakness of the system. Equally, it is important to highlight significant issues in terms of satisfaction and professional fulfillment in the maintenance of stability that in term promotes activities undertaken.

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